



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

resemblances. In America private initiative, support, and control perform the functions which in Germany are exercised by the government. Within about twenty years the endowments of these schools in the United States have aggregated \$16,978,000. Germany presents no parallel to this. A comparison of the two systems as to the age of pupils, the educational qualifications, and the training received is, upon the whole, favorable to Germany. That country, however, it appears, offers no such opportunities as America for personal advancement after the training has been received.

Whereas organized industrial education has existed in the United States for only about two decades, commercial education had its beginnings fifty years ago. Since that time it has been carried on almost exclusively by private enterprise. The schools have been of the widest range of goodness and badness. Upon the whole, they have commanded comparatively slight regard from either the educational or the business world. At present, however, the case is quite different with the commercial high schools, the commercial departments of general high schools, and the schools of commerce organized in colleges and universities. The reaction of these upon the commercial colleges has been salutary, but even now private enterprise largely controls. In Germany, however, commercial education is systematized and controlled by a department of the central government, and its relation to general education is analogous to that of industrial education. Prerequisites, curricula, standards of attainment, sequent avenues to employment are all defined, and it is seen that "commercial education and the commercial world stand in a much closer relation" than with us. In the United States a period of transition is now in progress. It arises from a general dissatisfaction with the organization, curricula, and final results of the schools that are supposed to educate the masses. There is a disposition to look to Germany for ideals and models. Professor Roman devotes the closing chapters of his book to tracing this transition, comparing the schools of the two countries as to organization and control, and discussing the economic value of industrial and commercial education.

NATHANIEL BUTLER

UNIVERSITY OF CHICAGO

---

*A Beginner's Psychology.* By E. B. TITCHENER. New York: Macmillan, 1915. 12mo, pp. 362. \$1.00.

Professor Titchener prefaces his new book with the statement, "I have tried to write, as nearly as might be, the kind of book that I should have found useful when I was beginning my own study of psychology . . . nearly thirty years ago." In view of such an aim one approaches this book with considerable interest and respect, for if there is anyone who should have developed decidedly expert opinion about the requirements of a textbook in psychology it should be Professor Titchener, by virtue of his brilliant contributions to the field during the past twenty years.

In outline the book follows closely the author's *Primer*, dealing in turn with "Psychology: What It Is and What It Does"; "Sensation"; "Simple Image and Feeling"; "Attention"; "Perception and Idea"; "Association, Memory, and Imagination"; "Instinct and Emotion"; "Action"; "Thought"; "Sentiment"; "Self and Consciousness"; "Dreaming and Hypnosis." A change of emphasis is noticeable, however, in that the author does not now stress facts so much as point of view. To this end factual material is condensed and the topics are expanded which treat of the scientific point of view, differences between common-sense and science, meaning as it relates (or does not relate) to psychology.

The treatment of the last-mentioned topic seems to manifest more clearly than is usually the case the inadequacy of the purely structuralistic description of mental processes. Such a treatment does not permit of formulations in other than content terms. Hence, one is driven to assert that significations have no place in psychology. "The whole notion of meaning is foreign to science. . . . Mental processes do not intrinsically mean . . . meaning is not a constituent part of their nature." In spite of these self-imposed limitations, however, the author feels obliged to discuss meaning, as part of his task, and, in so doing, encounters the inevitable embarrassment. This is keenly felt in connection with the chapter on the self.

One might question whether or not the book really lives up to its name. As a beginner's book it should require little supplementation; yet it is quite certain that need of it would be felt, for unfortunately most students who begin psychology in American colleges and normal schools do not have the background, either historical or philosophical, that Professor Titchener had when he began to psychologize. It need hardly be said that no systematic treatment of the nervous system is included.

Teachers of psychology will be pleased with the questions and exercises at the end of each chapter such as those that made the *Primer* so useful. There is one difference. The earlier ones required the student to *do* more, while these ask the student to *think* more. This is in harmony with the intention of the author to emphasize point of view rather than acquisition of facts. The questions and exercises are very comprehensive, in some cases occupying several pages. One is pleased to note the avoidance of traditional and stereotyped exercises. Examples are: "Give instances from your own experience of the three levels of attention." "Criticize Sir William Hamilton's experiment. Do not be satisfied till you have found several reasons for distrusting its result." "Can you suggest methods for the determination of imaginal type?" "What sort of service could the doctrine of association render to psychology?" "Suppose you were required to write a defense of cramming. Could you find materials in these two chapters?" Such questions serve the double purpose of directing the student to the salient points in the text and of stimulating him to independent psychologizing, while from the standpoint of originality and profundity they constitute a noteworthy contribution to the teaching of psychology.

To those already familiar with the writings of this author it is unnecessary to remark upon the excellence of his expository style. The structuralistic mode of treatment lends itself well to clarity of expression, and Professor Titchener has developed a method of presenting dry and abstruse facts that is a model of lucidity. The textbook writer will admire the masterly technique displayed in guiding the uncertain steps of the beginner through the maze of intricacies and ambiguities that usually constitutes the study of psychology, and the lay reader will be so charmed with the pleasantly intimate style of the work that he will be stimulated to further psychological researches, the sources for which are suggested in a choice bibliography at the end of every chapter.

H. D. KITSON

UNIVERSITY OF CHICAGO

---

*The Making of Modern Europe.* (Vol. II, The First Renaissance, 1000-1190 A.D.) By C. R. L. FLETCHER. New York: E. P. Dutton & Co., 1915. Pp. viii+435. \$2.50.

That the centuries which Mr. Fletcher has chosen to treat in this volume were a period of the wildest confusion in Europe, no one will deny. The darker ages which preceded are simplified, historically speaking, by the very paucity of dependable sources, but for the high Middle Ages there are chroniclers in increasing numbers, and the beginnings of state archives. For an author to thread the mazes of this labyrinth of conflicting authorities and obscure or confusing movements, and yet keep the thread of his narrative and interpretation clear, is indeed a task.

The author, who is writing a text rather than a treatise, has attacked the problem by taking the eleventh and twelfth centuries to be a historical unit, which he calls the First Renaissance. He sees as the main characteristic of this period, granting always the vast importance of the struggle between pope and emperor, the development of an increasingly intense nationalism. The string upon which he threads his valuation and interpretation is the conception of the Western nations as daughters of the Roman Empire.

Not being a work of research, and not pretending to add to facts already known, the book need be criticized from but one angle, its aim being to make clear to the average student or reader what we know of two centuries of very complicated history. As one volume in a series, it takes a purely horizontal cut of history; but in this narrowed period it falls back on the inevitable vertical. Four chapters in succession, out of a total of eight, are devoted to the German Empire, carrying the history of the great imperial-papal struggle to the death of Barbarossa. It is of course impossible to treat the history of the thirteenth century without giving large space to this great German imperial aspiration, which lives again in modern Germany, and did so much to shape and to warp the development of the German people. Nevertheless, one cannot help feeling that the growth of the real Germany that lay behind the